



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 2 UNIT 3
INDIVIDUAL NEEDS IN HEALTH
AND SOCIAL CARE

DELIVERY GUIDE

VERSION 1 JUNE 2012

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 3 - INDIVIDUAL NEEDS IN HEALTH AND SOCIAL CARE

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

Being able to recognise and support the needs of people who use services is an important role of health and social care practitioners. Learners will assess the needs of individuals by looking at aspects of an individual's life and the choices that they make. How an individual's needs change according to their life stage will be explored along with how to sensitively support these needs. Learners will be introduced to Maslow's hierarchy of needs and will have the opportunity to consider both the lower and higher levels of need.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know everyday needs of individuals	1P Outline the everyday needs of individuals		
2 Understand factors that influence the health and needs of individuals	2P Explain factors which affect the everyday needs of individuals		
3 Be able to plan to meet the health and wellbeing needs of an individual	3P Carry out an assessment of the health and wellbeing of an individual	1M Interpret the findings of the assessment of the health and wellbeing of an individual	1D Justify the methods used to gain information about an individual when carrying out an assessment
	4P Produce a plan for improving the health and wellbeing of an individual		2D Explain how progress in meeting targets for improving the health and wellbeing of an individual could be monitored

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW EVERYDAY NEEDS OF INDIVIDUALS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know everyday needs of individuals	1P Outline the everyday needs of individuals		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Maslow 	Learners could begin by examining their own needs. The learners could then discuss these needs and categorise them into; physical, intellectual, emotional, social or spiritual. Following this the learners could research Maslow's categories and identify where they would be on Maslow's hierarchy.	1 hour	
2 Life stages and needs	The teacher could introduce the learners to the various life stages that individuals go through. Learners could work in small groups in order to identify and discuss the needs of individuals within the various life stages. The learners could prepare a poster or presentation to demonstrate their learning.	1.5 hours	
3 Consolidation 	The learners could consolidate their research and outline the everyday needs of individuals from each life stage within a table format. The life stages could be identified on the vertical axis and the physical, intellectual, spiritual, emotional and social needs could be identified along the vertical axis.	2 hours	1P Outline the everyday needs of individuals

LEARNING OUTCOME 2 - UNDERSTAND FACTORS THAT INFLUENCE THE HEALTH AND NEEDS OF INDIVIDUALS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand factors that influence the health and needs of individuals	2P Explain factors which affect the everyday needs of individuals		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Introduction to factors 	The teacher could introduce the learners to the various factors that may impact or influence health and wellbeing. The learners could define the factors and discuss (in pairs) the factors that they feel have influenced their own lives, health and wellbeing. The learners could produce a diagram in which they identify all of the factors, their definitions and include examples of how the factors may impact on an individual.	1 hour	
2 Socio-economic Factors 	The teacher could show the learners the clip of film 'Child of Our Time' Series 7. The learners could examine the consequences of child poverty and work in groups to identify the impact of this on a child's Physical, Intellectual, Emotional and Social needs (PIES).	1 hour	
3 Physical factors 	The learners could research and define the physical factors (genetic inheritance, disability, sensory impairment, age and gender). The learners could then be placed into groups to examine the impact of a physical factor on the everyday needs of individuals. The groups could then feed back their findings to their colleagues, who could make notes.	3 hours	
4 Environmental factors 	The learners could examine a case study (provided by the teacher) of a child who has been exposed to environmental pollution and discuss the impact of pollution on the child's health and needs. The learners could discuss this information with each other and document their research findings.	1 hour	
5 Lifestyle factors 	Learners could discuss the various lifestyle factors that may impact on health and wellbeing. The learners could be given a lifestyle factor to research. Each group could present their findings to their colleagues. Learners could choose the format of their feedback, eg a television report or newspaper article. Resource: Lifestyle Factors	2 hours	
6 Consolidation 	The learners could develop a report in which they focus on each factor in turn. They could then explain the impact of the factor and the needs that may arise as a result of this factor on individuals.	2 hours	2P Explain factors which affect the everyday needs of individuals

LEARNING OUTCOME 3 - BE ABLE TO PLAN TO MEET THE HEALTH AND WELL-BEING NEEDS OF AN INDIVIDUAL

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Be able to plan to meet the health and wellbeing needs of an individual	3P Carry out an assessment of the health and wellbeing of an individual	1M Interpret the findings of the assessment of the health and wellbeing of an individual	1D Justify the methods used to gain information about an individual when carrying out an assessment
	4P Produce a plan for improving the health and wellbeing of an individual		2D Explain how progress in meeting targets for improving the health and wellbeing of an individual could be monitored

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Assessment of health and wellbeing 	The learners could be introduced to the various forms of assessment of health by the teacher. The learners could be placed into groups to research a method of assessment. The learners could then create an activity and also an information sheet to share with their colleagues to support their knowledge and understanding of the assessment method.	2 hours	
2 Case Study 	The learners could formulate a series of health and wellbeing related questions in order to assess an individual. The learners could test these questions on one another to ensure that the language that they have used is appropriate and meaningful. The learners could identify an individual on whom they could carry out an assessment, eg a family member. This could be their primary research	1 hour	
3 Visiting Speaker 	The learners could develop some questions to ask a visiting practitioner eg a nurse or health visitor about how they carry out an assessment of the health and wellbeing of an individual.	1 hour	
4 Consolidation - Evidence of assessment 	The learners could undertake their primary research on an individual. The learners could assess the individual's health by carrying out practical assessments, such as monitoring blood pressure and also assessing the individual's lifestyle, eg diet, exercise, etc. The learners could generate evidence of this assessment in the form of transcription of the interview and also evidence documenting blood pressure results prior to and following physical exercise.	1 hour	3P Carry out an assessment of the health and wellbeing of an individual
5 Consolidation - Interpretation of findings 	Learners could now consolidate the evidence they gathered from their investigations by interpreting their findings and generating a report.	2 hours	1M Interpret the findings of the assessment of the health and wellbeing of an individual

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
6 Methods of assessment 	Having identified and conducted various research, learners could now discuss, in pairs, the strengths and weaknesses of using these methods to investigate the health and wellbeing of the individual. Learners could document their justifications.	1 hour	
7 Consolidation 	Learners could use their notes to compile an essay in which they justify their choice and use of research methods to investigate the health and wellbeing of an individual.	2 hours	1D Justify the methods used to gain information about an individual when carrying out an assessment
8 Planning to improve health and wellbeing 	Learners could identify the health and wellbeing issues that the individual could be experiencing. The learner could then research the various strategies that could be implemented and developed to support the individual to change his/her lifestyle. For example, an individual may smoke excessively, therefore the learner could identify ways that the individual may reduce their habit by identifying organisations who may provide support.	2 hours	
9 Consolidation 	The learners could develop a plan for the individual in which they identify lifestyle changes that the individual could make in order to improve his/her health and wellbeing. The learners could identify changes in lifestyle in the short, medium and long term, suggesting ways that the individual could improve his/her health and wellbeing and be supported whilst making the suggested changes.	2 hours	4P Produce a plan for improving the health and wellbeing of an individual
10 Monitoring 	Learners could research the various ways in which the individual's progress could be monitored, eg the lung capacity of a smoker following exercise. Learners could work in groups in order to research methods of monitoring associated with key factors; smoking, drinking, diet, exercise and then present this information to their colleagues.	2 hours	
11 Processes/strategies of monitoring plan 	Learners could work on their individual case study reports and link progression targets (short/medium/long term) to monitoring (how and when this will take place). Learners could develop a timeline in which they identify targets that the individual may strive for whilst undertaking the lifestyle changes suggested. Learner could identify what the individual's target will be in 6 weeks time (short term), in 15 weeks time (medium term) and 30 weeks (long term). The learner could also identify the methods that could be used to monitor these targets at these points. For example, could they monitor blood pressure and how could this indicate that the individual's lifestyle has improved their health?	2 hours	
12 Consolidation 	Learners could consolidate their previous research and analysis of targets and monitoring by writing a report. Learners could explain how targets are monitored and how this may support the individual to make progress. Learners could explain how having targets could be useful for the individual and help them to remain motivated and on track. The learner could also explain how regular assessments can give practitioners information about the progress the individual is making with their lifestyle changes.	2 hours	2D Explain how progress in meeting targets for improving the health and wellbeing of an individual could be monitored



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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